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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: HOW THE WORLD WORKS** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  compares and measures height and weight (short, tall, heavy, light)., with non-standard units to solve daily life situation  Shows symmetry using body, objects and drawings | | | | | | **Skills:** | | | | | |
| **Materials:**  Notebook, pencil and colours.  Objects to look for symmetry | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 17** | | | | **Time: 20min** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:**  Tall and Short:  Play an exercise game with children. Ask children to duplicate your motions as you make yourself a **short** tree (squat down) and a **tall** tree (reach as high as possible). As you make the movements, say, **"Short, tall."** Ask children to join you.  Symmetry:  Remind the children what symmetry is and have them find symmetry in different objects around the class and some that are previously chosen by the teachers. | | | | | | | | | | | |
| **Main Activity:**  Tall and Short Walk  Discuss the difference between tall and short with your students. Stand up and tell students that you are tall. Invite a child to stand next to you and tell the class that the child is short next to you because you are tall.  Ask children if they can think of things that are tall and short. Brainstorm examples with them to start them off; for instance, a giraffe is tall and a mouse is short.  Take children on a walk outside. Tell them that they are going to look for things that are tall and short. Give them an example of a tall object/thing and a short object/thing; a tree and a bush or plant, for example.  Walk with students and encourage them to point out objects or things that they see that are tall and short.  Finally ask students to register their findings on their notebooks.  Ask the children first to find symmetry in their own bodies and their friends. Then encourage them to do symmetry with their body standing or sitting in front of each other and next to each other. Encourage them to do complex positions including more children, for example two on each side. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:**  . | | | | | | | | | | | |